

- *Required Improvement.* The final data table shows all calculations for Required Improvement:
  - Met Min Size - Met Minimum Size shows “yes” or “no.”
  - RI - This shows the amount of change needed for Required Improvement to be met.
  - Met RI - If Required Improvement is calculated, this shows “yes” or “no” depending on the comparison of actual change to the change needed (RI).
  - *Blank* - If Required Improvement is not applicable, the columns are blank.
  - *Footnotes.* A footnote appears if the Required Improvement floor is not met thus preventing the use of Required Improvement to change a rating from *Academically Acceptable* to *Recognized*.
- *Exceptions.* The final data table shows all calculations for the Exceptions Provision:
  - Number Needed - This shows the number of assessment measures below the *Academically Acceptable* standard that did not meet Required Improvement.
  - Floor(s) Met? - This shows “yes” or “no” depending on whether or not the performance floor was met for all the assessment measures needing exception. If any don’t meet the floor, “no” appears.
  - Measure(s) Used in 2004? – The same exception cannot be used in consecutive years. This shows “yes” or “no” depending on whether or not any of the exceptions needed in 2005 were used in 2004.
  - Exceptions Applied - This shows the subject and group for which an exception is used. Up to three may be listed.
  - *Blank* - If the Exceptions Provision is not applicable, only the *Number Measures Evaluated* and *Number Allowed* columns show a number, other areas are blank.

## Masked Data

As in the past, performance on the data tables posted to the agency’s public website is masked when there are fewer than five students in the denominator of the measure. Additionally, all performance at or near 0% or 100% is also masked. It is necessary to mask data that potentially reveals the performance of every student in order to be in compliance with the federal *Family Educational Rights and Privacy Act* (FERPA).

## SYSTEM SUMMARY

The following two tables summarize the 2005 system. *Table 6* provides an overview of the requirements for each rating level. A district or campus must meet the criteria for every applicable measure to be rated *Exemplary*, *Recognized*, or *Academically Acceptable*; otherwise the next lower rating is assigned.

The Exceptions Provision can elevate to a rating of *Academically Acceptable* but no higher.

Districts must meet two additional provisions at the *Recognized* and *Exemplary* rating levels: checks for *Academically Unacceptable* campuses and excessive underreported students.

*Table 7* is a single-page overview that provides details of the 2005 system, with the base indicators listed as columns. For each of the indicators, users can see brief definitions, the rounding methodology, the accountability subset methodology, the standards, minimum size criteria, subjects and student groups used, application of Required Improvement, and the Exceptions Provision.

**Table 6: Requirements for Each Rating Category**

	Academically Acceptable	Recognized	Exemplary
<b>Base Indicators</b>			
<b>Spring 2005 TAKS</b> • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets each standard: • Reading/ELA ... <b>50%</b> • Writing ..... <b>50%</b> • Social Studies.. <b>50%</b> • Mathematics .... <b>35%</b> • Science..... <b>25%</b> <b>OR</b> meets Required Improvement	meets <b>70%</b> standard for each subject <b>OR</b> meets <b>65%</b> floor and Required Improvement	meets <b>90%</b> standard for each subject
<b>Spring 2005 SDAA II</b> All students (if meets minimum size criteria)	meets <b>50%</b> standard (Met ARD Expectations)	meets <b>70%</b> standard (Met ARD Expectations)	meets <b>90%</b> standard (Met ARD Expectations)
<b>Completion Rate II (class of 2004)</b> • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets <b>75.0%</b> standard <b>OR</b> meets Required Improvement	meets <b>85.0%</b> standard <b>OR</b> meets <b>80.0%</b> floor and Required Improvement	meets <b>95.0%</b> standard
<b>Annual Dropout Rate 2003-04</b> • All students <i>and each student group meeting minimum size:</i> • African American • Hispanic • White • Econ. Disadv.	meets <b>1.0%</b> standard <b>OR</b> meets Required Improvement	meets <b>0.7%</b> standard <b>OR</b> meets <b>0.9%</b> floor and Required Improvement	meets <b>0.2%</b> standard
<b>Additional Provisions</b>			
<b>Exceptions</b>	Applied if district/campus would be <i>Academically Unacceptable</i> due to not meeting the <i>Academically Acceptable</i> criteria on up to 3 test measures. (See detailed explanation.)	Exceptions cannot be used to move to a rating of <i>Recognized</i> .	Exceptions cannot be used to move to a rating of <i>Exemplary</i> .
<b>Check for Academically Unacceptable Campuses</b> (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Recognized</i> .	A district with a campus rated <i>Academically Unacceptable</i> cannot be rated <i>Exemplary</i> .
<b>Underreported Students:</b> (District only)	Does not apply to <i>Academically Acceptable</i> districts.	A district that underreports more than <b>100</b> students or more than <b>5.0%</b> of its prior year students cannot be rated <i>Recognized</i> .	A district that underreports more than <b>100</b> students or more than <b>5.0%</b> of its prior year students cannot be rated <i>Exemplary</i> .

**Table 7: Overview of 2005 System Components**

	<b>TAKS</b>	<b>SDAA II</b>	<b>Completion Rate II</b>	<b>Dropout Rate</b>
<b>Definition</b>	TAKS results (gr. 3-11) summed across grades by subject. Reading & ELA results are combined. Cumulative results used for first 2 admins of gr. 3 reading, gr. 5 reading, and gr. 5 math. Student passing standard is at panel recommendation for gr. 3-10; 1 SEM for gr. 11.	A single (gr. 3-10) indicator calculated as the number of tests meeting ARD expectations (summed across grades & subjects) divided by the number of SDAA II tests.	Graduates, GED recipients, and continuers expressed as a % of total students in the class. Campuses serving any of gr. 9-12 w/out a completion rate are assigned the district completion rate.	Gr. 7 and 8 official dropouts as a percent of total gr. 7 and 8 students who were in attendance at any time during the school year.
<b>Rounding</b>	Whole Numbers	Whole Numbers	One decimal	One decimal
<b>Standards Exemplary Recognized Acceptable</b>	Ex.: All Subjects $\geq 90\%$ Re.: All Subjects $\geq 70\%$ Acc.: Rdg/ELA/W/SS $\geq 50\%$ Mathematics $\geq 35\%$ Science $\geq 25\%$	Ex.: $\geq 90\%$ Re.: $\geq 70\%$ Acc.: $\geq 50\%$	Ex.: $\geq 95.0\%$ Re.: $\geq 85.0\%$ Acc.: $\geq 75.0\%$	Ex.: $\leq 0.2\%$ Re.: $\leq 0.7\%$ Acc.: $\leq 1.0\%$
<b>Mobility Adjustment (Accountability Subset)</b>	District ratings: results for students enrolled in the district in the fall and tested in the same district. Campus ratings: results for students enrolled in the campus in the fall and tested in the same campus.		None	None
<b>Subjects</b>	Reading/ELA Writing Mathematics Social Studies Science	Reading/ELA Writing Mathematics n/a n/a	n/a	n/a
<b>Student Groups</b>	All & Student Grps: African American Hispanic White Econ. Disadv.	All Students Only	All & Student Grps: African American Hispanic White Econ. Disadv.	All & Student Grps: African American Hispanic White Econ. Disadv.
<b>Minimum Size Criteria</b>				
<b>All</b>	No minimum size requirement—special analysis for small numbers	30 or more tests	$\geq 5$ dropouts AND $\geq 10$ students	$\geq 5$ dropouts AND $\geq 10$ students
<b>Groups</b>	30/10%/50	n/a	$\geq 5$ dropouts AND 30/10%/50	$\geq 5$ dropouts AND 30/10%/50
<b>Required Improvement (RI)</b>				
<b>Actual Chg</b>	2005 minus 2004 performance (@ 2005 passing std)	n/a	Class of 2004 rate minus Class of 2003 rate	2003-04 rate minus 2002-03 rate
<b>RI</b>	Gain needed to reach standard in 2 yrs.	n/a	Gain needed to reach standard in 2 yrs.	Decline needed to reach std. in 2 yrs.
<b>Use</b>	Gate up to <i>Acceptable</i> and <i>Recognized</i>	n/a	Gate up to <i>Acceptable</i> and <i>Recognized</i>	Gate up to <i>Acceptable</i> and <i>Recognized</i>
<b>Floor (Recognized)</b>	at least 65%	n/a	at least 80.0%	$\leq 0.9\%$
<b>Minimum Size</b>	Meets minimum size in current year and has $\geq 10$ students tested in prior year.	n/a	Meets minimum size in current year and has $\geq 10$ students in completion class the prior year.	Meets minimum size in current year & has $\geq 10$ 7 <sup>th</sup> -8 <sup>th</sup> grade students the prior yr.
<b>Exceptions</b>	After application of RI, this provision may be applied if the campus or district would be <i>Unacceptable</i> solely due to not meeting the <i>Acceptable</i> criteria on up to 3 assessment measures. Applies to 26 measures – 25 TAKS (5 subjects x 5 groups) plus the SDAA II measure.		n/a	n/a
<b>Use</b>	As a gate up to <i>Acceptable</i>		n/a	n/a
<b>Floor</b>	No more than 5 percentage points below <i>Acceptable</i> std.		n/a	n/a
<b>Number of Exceptions Allowed (variable)</b>	# of Assessment Measures Evaluated (at campus or district)	Maximum Exceptions Allowed	n/a	n/a
	1 – 5	0		
	6 – 10	1		
	11 – 15	2		
	16 – 26	3		

